



Craigsville Elementary

100 East First St, Craigsville, VA 24430

Augusta County Public Schools

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Title I - Targeted Assistance

The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

2015 - 2016 Summary of Accountability Results

State Accreditation Status	Federal Accountability	
Data Not Yet Available	Title I Priority: Data Not Yet Available	Title I Focus: Data Not Yet Available

State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students								
Subject	Accreditation Benchmark	2013 - 2014		2014 - 2015		2015 - 2016		Met Accreditation Benchmark
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	
English	75	65	82	80	81	*	*	*
Mathematics	70	82	77	89	77	*	*	*
History	70	93	83	91	91	*	*	*
Science	70	71	81	91	86	*	*	*
Key: YES = Met objective based on current year results AB = Met objective based on Alternative Benchmark - = No data for group * = Data not yet available 3YR = Met objective based on the 3 year average result NO = Did not meet objective < = A group below state definition for personally identifiable results N/A = Not applicable								

Proficiency Gap Dashboard for Federal Accountability

Under Virginia's approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets — referred to as Annual Measurable Objectives (AMOs) — in reading and mathematics for all students, three "Proficiency Gap Groups," and other subgroups in order to meet federal accountability requirements. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. High schools must also meet the federal graduation indicator for all groups. "Proficiency Gaps" report the differences in performance of traditionally underperforming student subgroups as compared with established AMOs. The AMOs vary by Proficiency Gap Group based on performance of students in each group on SOL tests administered in 2014-2015; however, AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78 for all groups and the mathematics objective will be 73 percent for all groups.

Proficiency Gap Dashboard for Federal Accountability						
	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO Target	AMO Target	AMO Result	Met AMO Target
All Students	*	*	*	*	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	*	*	*	*	*	*
Gap Group 2 - Black Students	*	*	*	*	*	*
Gap Group 3 - Hispanic Students	*	*	*	*	*	*
Key: YES = Met objective based on the current year result TS = Too small; objective not evaluated due to too few students NO = Did not meet objective - = No data for group N/A = Not applicable 3YR = Met objective based on the 3 year average result R10 = Met objective by reducing failure rate by at least 10 percent < = A group below state definition for personally identifiable results * = Data not yet available						

Detailed student performance data for all subgroups, including state and federal graduation data, are available on subsequent pages.

Federal Annual Measurable Objectives

Under federal requirements, Virginia is required to establish annual measurable objectives (AMOs) for proficiency in reading and mathematics test participation and performance for all subgroups. In addition, schools with a graduating class must meet federal graduation requirements for all subgroups of students. The table below displays whether or not the subgroups represented at the school met federal AMOs. More detailed federal AMO data are available in this report card. **Schools with one or more subgroups not meeting a minimum passing rate target— and not identified as a Title I Priority or Title I Focus school — are required to implement an improvement plan. Title I Priority and Focus schools have additional requirements.**

Federal Annual Measurable Objectives		
Participation	2015-2016	
	Reading	Mathematics
All Students	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	*	*
Gap Group 2 - Black Students	*	*
Gap Group 3 - Hispanic Students	*	*
Asian	*	*
Economically Disadvantaged	*	*
Limited English Proficient	*	*
Students with Disabilities	*	*
White	*	*
Performance	2015-2016	
	Reading	Mathematics
All Students	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	*	*
Gap Group 2 - Black Students	*	*
Gap Group 3 - Hispanic Students	*	*
Asian	*	*
Economically Disadvantaged	*	*
Limited English Proficient	*	*
Students with Disabilities	*	*
White	*	*
Federal Graduation Indicator (FGI)		2015-2016
All Students		*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)		*
Gap Group 2 - Black Students		*
Gap Group 3 - Hispanic Students		*
Asian		*
Economically Disadvantaged		*
Limited English Proficient		*
Students with Disabilities		*
White		*
<p>Key: YES = Met objective</p> <p>YES-3YR = Met objective based on the 3 year average result</p> <p>YES-5YR = Met objective with 5-year FGI</p> <p>YES-6YR = Met objective with 6-year FGI</p> <p>YES-R10 = Met objective by reducing failure rate by at least 10 percent</p> <p>YES-MP = Maintain Progress: Current year pass rate equal to prior year's pass rate, or stayed within 5%</p> <p>YES-CI = Continuous Improvement: Met starting pass rate (which exceeds Year 6 pass rate) and made continuous improvement as compared to prior year</p> <p>NO = Did not meet objective</p> <p>TS = Too small, objective not evaluated due to too few students</p> <p>* = Data not yet available</p> <p>- = No data for group</p> <p>N/A = Not applicable</p>		

School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2012-2013	2013-2014	2014-2015
PK - Pre-kindergarten	16	14	16
KG - Kindergarten	31	27	17
01 - Grade 1	20	30	28
02 - Grade 2	23	18	28
03 - Grade 3	19	21	19
04 - Grade 4	31	20	18
05 - Grade 5	28	27	18
Total Students	168	157	144
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	2012-2013	Count / Percentage	
		2013-2014	2014-2015
	-	-	-
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013			2013-2014			2014-2015			
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested	Current Year AMO
English Performance											
All Students	School	71	100	0	78	100	0	*	*	*	*
	Division	70	100	0	69	100	0	*	*	*	*
	State	75	100	0	74	100	0	*	*	*	*
Female	School	76	100	0	77	100	0	*	*	*	*
	Division	73	100	0	73	100	0	*	*	*	*
	State	77	100	0	78	100	0	*	*	*	*
Male	School	66	100	0	78	100	0	*	*	*	*
	Division	67	100	0	65	100	0	*	*	*	*
	State	72	100	0	71	100	0	*	*	*	*
White	School	70	100	0	77	100	0	*	*	*	*
	Division	71	100	0	70	100	0	*	*	*	*
	State	82	100	0	82	100	0	*	*	*	*
Students with Disabilities	School	<	<	<	-	-	-	*	*	*	*
	Division	36	100	0	28	99	1	*	*	*	*
	State	43	99	1	43	99	1	*	*	*	*
Economically Disadvantaged	School	71	100	0	75	100	0	*	*	*	*
	Division	57	100	0	56	100	0	*	*	*	*
	State	59	100	0	59	100	0	*	*	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	71	100	0	75	100	0	*	*	*	*
	Division	56	100	0	54	100	0	*	*	*	*
	State	59	100	0	59	100	0	*	*	*	*
Mathematics Performance											
All Students	School	78	100	0	89	100	0	*	*	*	*
	Division	72	100	0	74	100	0	*	*	*	*
	State	71	99	1	74	99	1	*	*	*	*
Female	School	79	100	0	87	100	0	*	*	*	*
	Division	74	100	0	76	100	0	*	*	*	*
	State	73	100	0	76	100	0	*	*	*	*
Male	School	76	100	0	91	100	0	*	*	*	*
	Division	71	100	0	72	100	0	*	*	*	*
	State	70	99	1	72	99	1	*	*	*	*
White	School	77	100	0	89	100	0	*	*	*	*
	Division	73	100	0	75	100	0	*	*	*	*
	State	77	100	0	80	100	0	*	*	*	*
Students with Disabilities	School	<	<	<	-	-	-	*	*	*	*
	Division	40	99	1	38	99	1	*	*	*	*
	State	41	99	1	43	99	1	*	*	*	*
Economically Disadvantaged	School	78	100	0	86	100	0	*	*	*	*
	Division	60	99	1	63	100	0	*	*	*	*
	State	57	99	1	61	99	1	*	*	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	75	100	0	86	100	0	*	*	*	*
	Division	59	99	1	61	100	0	*	*	*	*
	State	57	99	1	61	99	1	*	*	*	*
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available											

Other Academic Indicators

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013		2013-2014		2014-2015	
		Passed	Tested	Passed	Tested	Passed	Tested
History Performance							
All Students	School	93	100	91	100	*	*
	Division	86	100	85	100	*	*
	State	85	99	84	98	*	*
Female	School	90	100	88	100	*	*
	Division	84	100	85	100	*	*
	State	84	99	84	99	*	*
Male	School	96	100	95	100	*	*
	Division	88	100	86	100	*	*
	State	86	99	85	98	*	*
White	School	93	100	91	100	*	*
	Division	86	100	86	100	*	*
	State	90	99	89	99	*	*
Economically Disadvantaged	School	90	100	90	100	*	*
	Division	78	100	75	99	*	*
	State	74	98	73	97	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	90	100	90	100	*	*
	Division	77	100	74	99	*	*
	State	74	97	73	97	*	*
Science Performance							
All Students	School	71	100	91	100	*	*
	Division	79	100	81	99	*	*
	State	81	99	80	98	*	*
Female	School	70	100	92	100	*	*
	Division	78	100	81	99	*	*
	State	80	99	80	99	*	*
Male	School	72	100	91	100	*	*
	Division	81	100	80	99	*	*
	State	81	99	80	98	*	*
White	School	71	100	91	100	*	*
	Division	80	100	82	100	*	*
	State	88	99	87	99	*	*
Economically Disadvantaged	School	66	100	90	100	*	*
	Division	66	100	70	99	*	*
	State	67	97	66	97	*	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	68	100	90	100	*	*
	Division	65	100	68	99	*	*
	State	67	97	66	97	*	*
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available							

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2012-2013 Percentage	2013-2014 Percentage	2014-2015 Percentage
Attendance Rate				
All Students	School	95	96	*
	Division	95	95	*
	State	95	96	*
Black	School	<	<	*
	Division	95	96	*
	State	95	96	*
Hispanic	School	<	<	*
	Division	96	96	*
	State	95	95	*
White	School	95	96	*
	Division	95	95	*
	State	95	96	*
Students with Disabilities	School	92	<	*
	Division	93	94	*
	State	94	94	*
Economically Disadvantaged	School	94	95	*
	Division	94	94	*
	State	94	95	*
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	94	96	*
	Division	94	94	*
	State	94	95	*
Notes:				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading													
Grade 3													
All Students	School	0	67	67	33	14	57	71	29	0	80	80	20
	Division	10	56	66	34	10	50	60	40	19	52	71	29
	State	19	53	72	28	16	53	69	31	21	54	75	25
	Female	School	<	<	<	<	<	<	<	0	80	80	20
	Division	12	56	68	32	10	54	64	36	22	49	72	28
	State	21	55	75	25	18	55	73	27	23	56	78	22
	Male	School	0	58	58	42	17	58	75	25	0	80	80
	Division	9	55	65	35	11	47	57	43	16	54	70	30
	State	17	52	69	31	15	50	66	34	19	53	73	27
	White	School	0	67	67	33	14	57	71	29	0	80	80
	Division	11	57	68	32	11	50	61	39	20	52	72	28
	State	23	57	79	21	20	57	77	23	25	57	82	18
	Students with Disabilities	School	-	-	-	-	-	-	-	-	<	<	<
	Division	-	-	-	-	-	-	-	-	7	20	27	73
	State	-	-	-	-	-	-	-	-	14	34	48	52
	Economically Disadvantaged	School	0	73	73	27	14	57	71	29	0	77	77
	Division	4	50	54	46	5	41	46	54	10	46	56	44
	State	11	48	59	41	9	45	55	45	13	51	64	36
	Mathematics												
Grade 3													
All Students	School	6	61	67	33	15	60	75	25	5	76	81	19
	Division	7	54	61	39	11	52	63	37	15	58	74	26
	State	17	49	65	35	16	51	67	33	19	56	74	26
	Female	School	<	<	<	<	<	<	<	9	64	73	27
	Division	6	50	57	43	9	53	62	38	16	56	72	28
	State	15	49	65	35	15	52	67	33	18	57	75	25
	Male	School	0	67	67	33	25	50	75	25	0	90	90
	Division	7	57	64	36	12	51	63	37	14	61	75	25
	State	17	48	65	35	16	50	67	33	19	55	74	26
	White	School	6	61	67	33	15	60	75	25	5	76	81
	Division	7	54	62	38	11	52	64	36	16	58	74	26
	State	20	53	73	27	19	55	74	26	23	58	81	19
	Students with Disabilities	School	-	-	-	-	-	-	-	-	<	<	<
	Division	-	-	-	-	-	-	-	-	9	18	27	73
	State	-	-	-	-	-	-	-	-	12	34	46	54
	Economically Disadvantaged	School	0	64	64	36	15	60	75	25	7	64	71
	Division	4	42	46	54	5	44	49	51	7	55	62	38
	State	8	42	49	51	8	45	53	47	10	52	63	37
	English: Reading												
Grade 4													
All Students	School	7	74	81	19	21	58	79	21	28	61	89	11
	Division	10	53	64	36	15	50	65	35	18	56	73	27
	State	18	52	70	30	18	52	70	30	21	56	77	23
	Female	School	14	64	79	21	<	<	<	<	<	<	<
	Division	13	54	67	33	17	51	68	32	20	54	74	26
	State	20	53	73	27	20	52	73	27	24	56	80	20
	Male	School	0	85	85	15	33	42	75	25	18	73	91
	Division	7	53	60	40	13	50	63	37	16	57	72	28
	State	16	51	67	33	16	51	68	32	18	57	74	26
	White	School	8	73	81	19	21	58	79	21	28	61	89
	Division	11	53	64	36	15	51	67	33	19	56	75	25
	State	23	55	79	21	23	56	78	22	26	59	84	16
	Economically Disadvantaged	School	5	80	85	15	18	55	73	27	31	56	88
	Division	6	46	52	48	7	46	53	47	10	52	62	38
	State	8	46	54	46	9	46	54	46	10	54	64	36

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013				2013-2014				2014-2015				
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	
Mathematics														Grade 4
All Students	School	19	81	100	0	21	74	95	5	39	61	100	0	
	Division	15	60	75	25	18	60	78	22	29	55	84	16	
	State	22	53	74	26	26	54	80	20	29	55	84	16	
	Female	School	14	86	100	0	<	<	<	<	<	<	<	<
	Division	17	60	77	23	18	61	79	21	27	54	81	19	
	State	21	54	75	25	25	55	81	19	28	56	84	16	
	Male	School	23	77	100	0	17	83	100	0	55	45	100	0
	Division	14	60	74	26	19	59	78	22	30	56	86	14	
	State	23	51	74	26	27	52	79	21	30	53	83	17	
	White	School	19	81	100	0	21	74	95	5	39	61	100	0
	Division	15	61	77	23	19	61	80	20	30	55	85	15	
	State	26	55	81	19	31	55	85	15	34	55	89	11	
	Economically Disadvantaged	School	15	85	100	0	9	82	91	9	31	69	100	0
	Division	10	55	65	35	10	55	65	35	16	60	76	24	
	State	11	50	61	39	15	54	68	32	16	57	74	26	
	English: Reading													
All Students	School	7	56	63	37	19	63	81	19	6	71	76	24	
	Division	14	53	67	33	19	48	67	33	16	58	74	26	
	State	19	54	73	27	21	53	73	27	24	55	79	21	
	Female	School	7	64	71	29	27	53	80	20	<	<	<	<
	Division	15	52	67	33	22	52	75	25	19	56	76	24	
	State	21	54	75	25	23	53	76	24	27	55	82	18	
	Male	School	8	46	54	46	8	75	83	17	9	64	73	27
	Division	13	55	68	32	16	43	59	41	13	60	73	27	
	State	18	53	71	29	18	52	70	30	21	55	76	24	
	White	School	7	56	63	37	15	65	81	19	6	71	76	24
	Division	15	53	68	32	20	48	68	32	17	58	75	25	
	State	24	57	81	19	25	55	81	19	29	56	85	15	
	Economically Disadvantaged	School	6	50	56	44	15	65	80	20	0	60	60	40
	Division	8	45	53	47	9	48	57	43	8	53	62	38	
	State	9	49	58	42	10	49	58	42	12	54	65	35	
	Mathematics													
All Students	School	11	52	63	37	28	68	96	4	29	53	82	18	
	Division	17	44	61	39	23	51	74	26	26	53	78	22	
	State	18	51	69	31	24	49	73	27	26	53	79	21	
	Female	School	14	50	64	36	13	80	93	7	<	<	<	<
	Division	18	40	59	41	25	52	78	22	25	54	79	21	
	State	18	53	70	30	24	50	75	25	27	54	81	19	
	Male	School	8	54	62	38	50	50	100	0	18	55	73	27
	Division	16	47	63	37	21	49	70	30	26	52	78	22	
	State	18	50	67	33	24	48	71	29	25	52	77	23	
	White	School	11	52	63	37	29	67	96	4	29	53	82	18
	Division	18	44	62	38	23	52	75	25	26	53	79	21	
	State	22	54	76	24	29	51	79	21	31	54	85	15	
	Economically Disadvantaged	School	6	56	61	39	28	67	94	6	20	60	80	20
	Division	10	37	47	53	13	50	63	37	16	54	69	31	
	State	10	46	56	44	14	47	60	40	15	53	68	32	
	Science													
All Students	School	15	48	63	37	28	72	100	0	12	65	76	24	
	Division	11	52	63	37	14	58	71	29	11	62	73	27	
	State	20	55	75	25	18	54	73	27	19	60	79	21	
	Female	School	14	43	57	43	13	87	100	0	<	<	<	<
	Division	12	47	59	41	12	62	74	26	9	60	69	31	
	State	19	56	75	25	17	55	72	28	17	61	79	21	
	Male	School	15	54	69	31	50	50	100	0	0	73	73	27
	Division	11	56	67	33	15	53	69	31	14	63	77	23	
	State	22	54	76	24	20	53	73	27	20	59	79	21	
	White	School	15	48	63	37	29	71	100	0	12	65	76	24
	Division	12	52	64	36	14	59	73	27	11	62	73	27	

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Economically Disadvantaged	State	26	58	84	16	24	58	82	18	24	63	87	13
	School	0	56	56	44	28	72	100	0	0	60	60	40
	Division	6	42	48	52	10	51	61	39	6	52	58	42
	State	10	52	61	39	7	49	57	43	9	57	66	34
Virginia Studies											Content Specific		
All Students	School	52	44	96	4	72	24	96	4	29	59	88	12
	Division	45	44	89	11	39	46	85	15	39	47	86	14
	State	47	41	87	13	44	42	85	15	43	44	87	13
Female	School	50	43	93	7	60	33	93	7	<	<	<	<
	Division	41	44	85	15	38	47	85	15	36	48	84	16
	State	44	42	87	13	42	44	85	15	42	45	87	13
Male	School	54	46	100	0	90	10	100	0	18	73	91	9
	Division	49	43	92	8	40	44	84	16	42	46	88	12
	State	49	39	88	12	45	40	85	15	45	42	87	13
White	School	52	44	96	4	71	25	96	4	29	59	88	12
	Division	45	43	89	11	40	46	86	14	39	47	86	14
	State	54	37	92	8	51	39	90	10	51	40	91	9
Economically Disadvantaged	School	39	56	94	6	61	33	94	6	20	60	80	20
	Division	29	52	81	19	28	49	77	23	26	53	79	21
	State	29	49	78	22	26	49	75	25	26	51	77	23
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available													

Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
	Type	2012-2013	Count 2013-2014	2014-2015
NOCTI Assessments	School	*	*	*
	Division	49	73	60
	State	4577	5024	3971
State Licensures	School	*	*	*
	Division	4	10	17
	State	673	905	1673
Industry Certification	School	*	*	*
	Division	519	871	1044
	State	39658	69321	89541
Workplace Readiness	School	*	*	*
	Division	406	0	0
	State	22127	28349	33665
Total Credentials Earned	School	*	*	*
	Division	978	954	1121
	State	67035	103599	128850
Students Earning One or More Credentials	School	*	*	*
	Division	821	825	963
	State	56904	86257	104867
CTE Completers	School	*	*	*
	Division	503	521	555
	State	40761	41924	38808
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available				

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2012-2013	2013-2014	2014-2015
School			
This school	0	0	0
Division			
All Schools	0	0	1
High Poverty	0	0	0
Low Poverty	-	-	0
State			
All Schools	1	1	1
High Poverty	2	2	2
Low Poverty	1	1	1
Notes: - High poverty means schools in the top quartile of poverty in the state. - Low poverty means schools in the bottom quartile of poverty in the state. - NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2012-2013	2013-2014	2014-2015
Division			
Provisional	2	2	2
Provisional Special Education	0	1	0
State			
Provisional	5	5	4
Provisional Special Education	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2012-2013	2013-2014	2014-2015
School			
Bachelor's Degree	53	65	50
Master's Degree	47	35	44
Doctoral Degree	0	0	0
Division			
Bachelor's Degree	52	53	52
Master's Degree	46	45	45
Doctoral Degree	1	1	1
State			
Bachelor's Degree	40	40	41
Master's Degree	57	57	56
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2012-2013	2013-2014	2014-2015
Weapons Offenses	<	<	*
Offenses Against Student	<	<	*
Offenses Against Staff	<	<	*
Other Offenses Against Persons	<	<	*
Alcohol, Tobacco, and Other Drug Offenses	<	<	*
Property Offenses	<	<	*
Disorderly or Disruptive Behavior Offenses	<	<	*
Technology Offenses	<	<	*
All Other Offenses	<	<	*
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			